



ARIS: Customizing Reports for Data- informed Decision-making (Part 2)

2010 - 2011

Division of Performance and Accountability

Objectives and Agenda

Objectives

By the end of this session, you will be able to:

- describe ways that ARIS reports can help answer key achievement questions and support the inquiry process
- identify which reports answer which questions
- access, save, and build the 5 types of ARIS reports (using Custom Reports and QuickStart Reports)

Agenda

- Review inquiry process
- Review ARIS Reports 1-3
- Activity: Reports 1-3
- Discussion of Reports 4-5
- Demonstration: QuickStart and Custom Reports
- Independence Practice: QuickStart and Custom Reports
- Ongoing Support and Evaluations

Available Reports in ARIS

Report 1:
Comparing Populations



Report 3:
Populations/Measures



Report 2:
Comparing Measures



Report 5:
Measure-Time
Correlation



Report 4:
Comparing Growth



Using Reports to Support Inquiry Work

- ARIS Reports include:
 - > 5 types of customizable reports
 - Report 1: Comparing Populations
 - Report 2: Comparing Measures
 - Report 3: Population/Measure Comparison
 - Report 4: Comparing Growth
 - Report 5: Measure/Time Correlation
- QuickStart reports
 - > Reports with pre-set parameters to more quickly arrive at the most common baseline
- ARIS Reports can be saved and shared with team members

Report 1: Comparing Populations

- One Measure, Many Populations
- Use this report to answer questions like:

>**Teacher:** Which of my colleagues classes are performing the highest?

>**Administrator:** Do any trends emerge on NYS Exams based on gender, race, or other student attributes?

>**Network:** Which schools in my network are struggling the most with student performance on Periodic Assessments?

Report 1: Comparing Populations



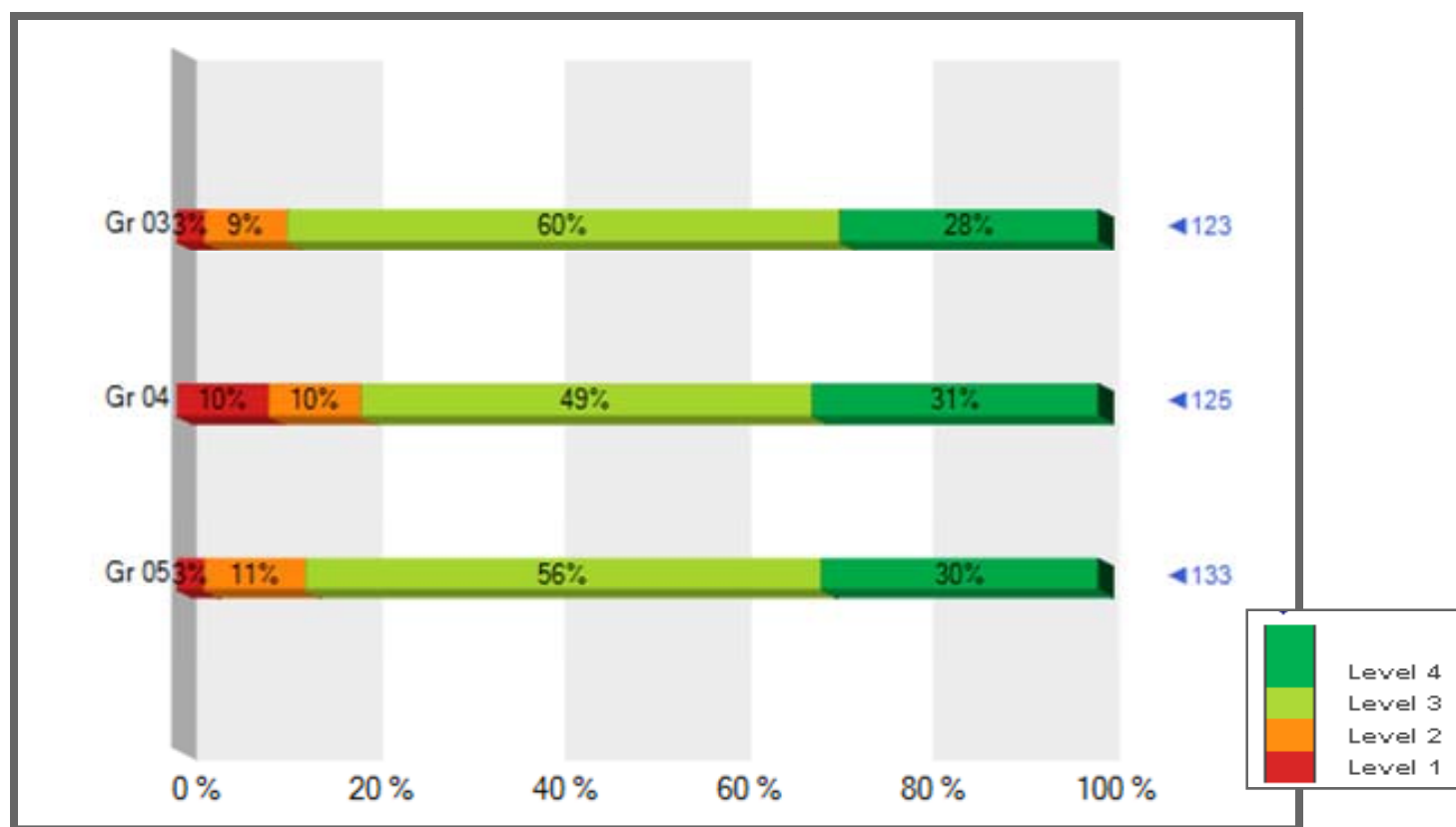
View results on one assessment or attendance by comparing different populations, such as:

- | | |
|----------------------|------------------|
| • Teachers | • Classes |
| • Schools | • Grades |
| • Student Attributes | • Student Groups |

Report 1: Comparing Populations

- One Measure, Many Populations
- e.g., “On the New York State Math test, did any performance trends emerge based on grade level?”

Performance on the 2009-10 Math State Test Across Grades



Report 2: Comparing Measures

- One Population, Many Measures
- Use this report to answer questions like:
 - > **Teacher:** In my class, which performance indicators on the NYS test require the most attention?
 - > **Administrator:** How did one grade in my school perform on the Acuity ITA by standard?
 - > **Network:** In my network, which areas do students consistently perform well in? Where do they struggle?

Report 2: Comparing Measures



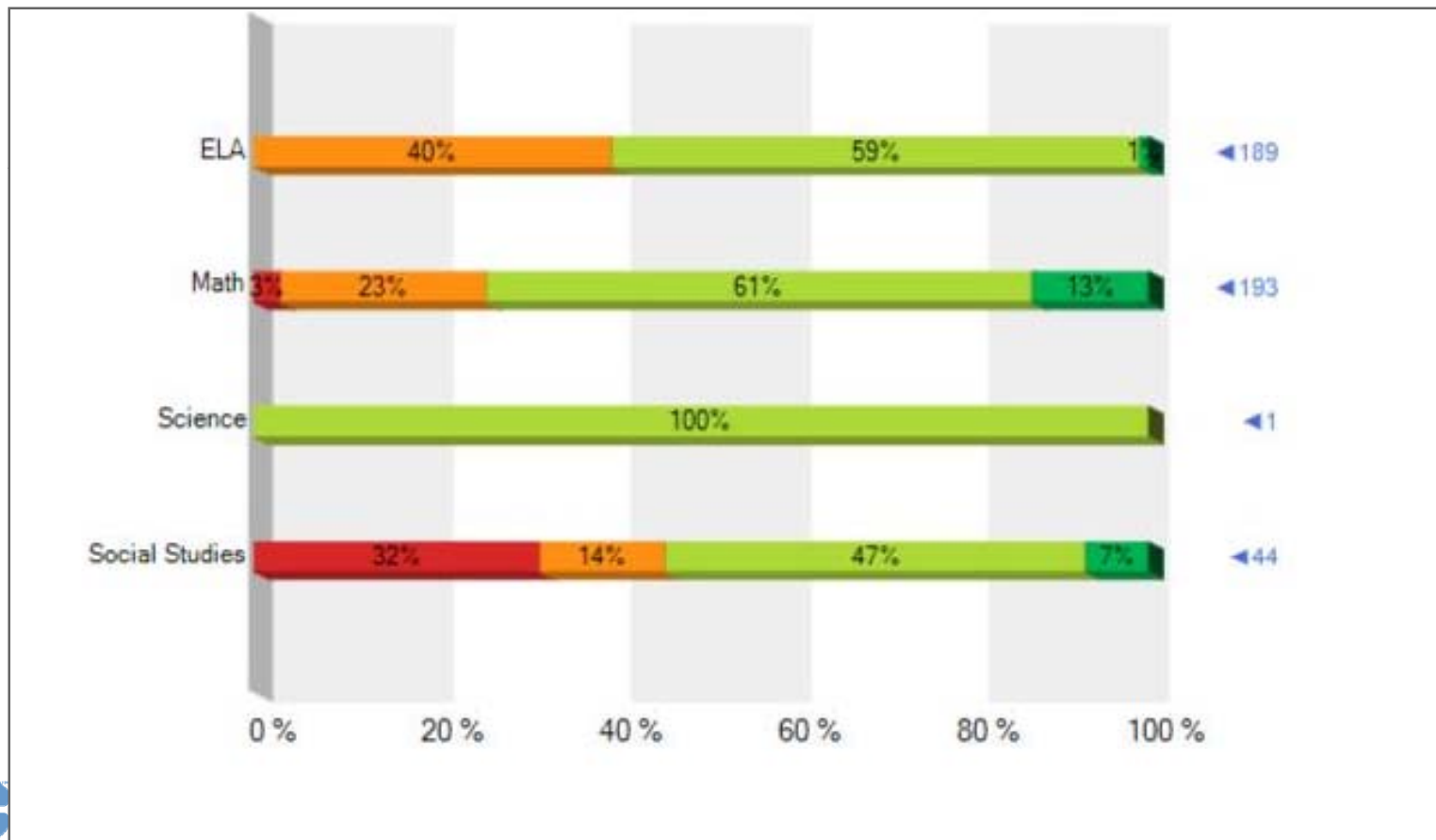
See how one population or group performed on multiple measures, such as:

- NYS Tests
- Standards
- Performance Indicators
- Regents
- Attendance
- Periodic Assessments

Report 2: Comparing Measures

- One Population, Many Measures
- e.g. “How did students in my school perform on all the state tests last year?”

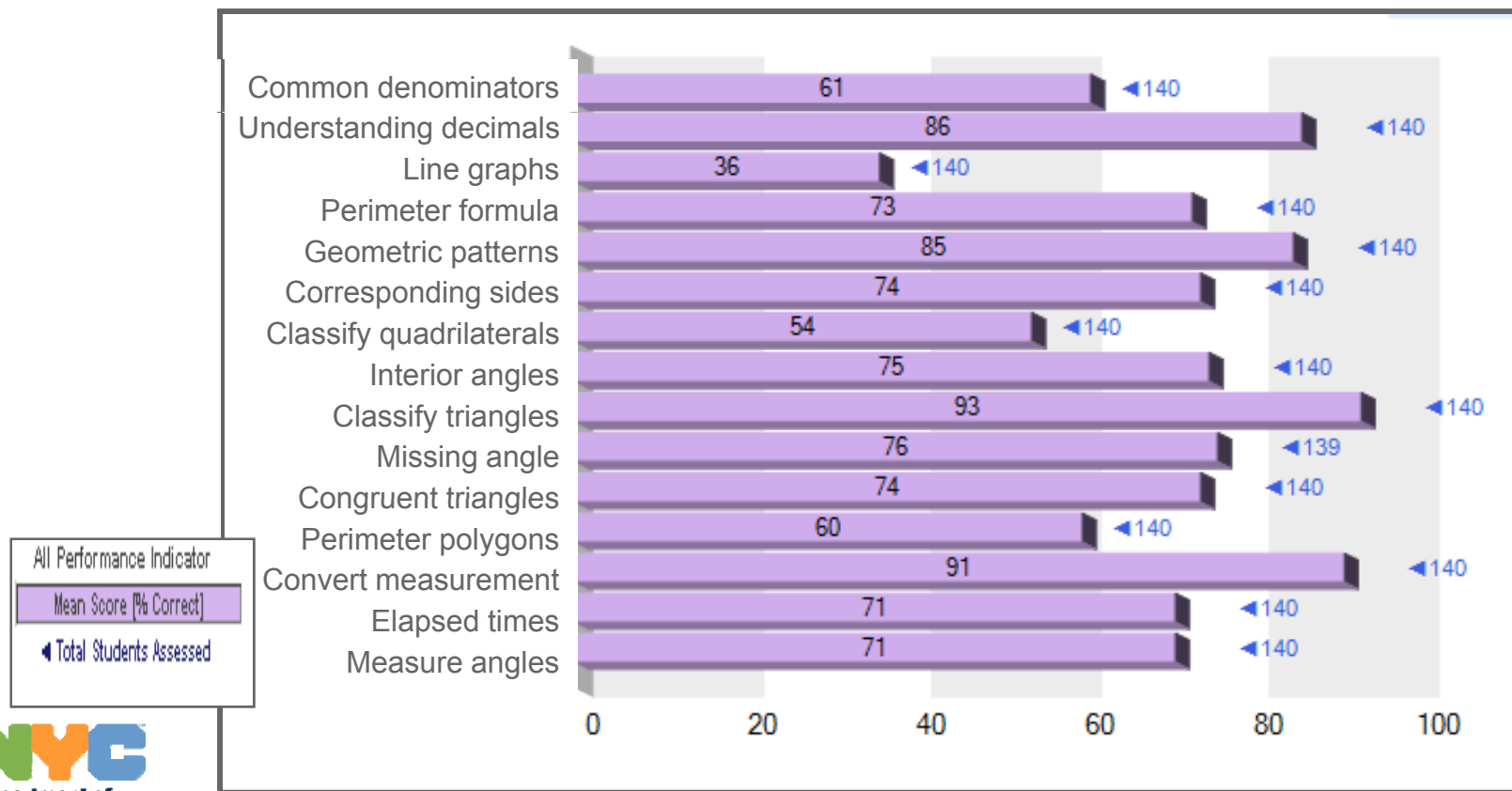
Performance on State Tests for a School in 2009-10



Report 2: Comparing Measures

- One Population, Many Measures
- e.g., “How did my 5th grade students’ perform on last year’s NYS Math test?”

Performance on the 2009-10 5th Grade Math State Test



Report 3: Population/Measure Comparison

- Many Populations, Many Measures
- Use this report to answer questions like:
 - > **Teacher:** What patterns do I notice about student attendance over the past few years?
 - > **Administrator:** Which classes are most effective at maintaining/improving student performance on the NYS test from Grade 6-8?
 - > **Network:** How do three different schools compare in terms on Regents Exam scores?

Report 3: Population/Measure Comparison



Bring reports 1 & 2 together! See how multiple populations performed on multiple measures.

Report 3: Population/Measure Comparison

- Many Populations, Many Measures (combination of Reports 1 and 2)
- e.g., “On the New York State tests, how did each grade perform across subjects?”

Performance for Grades 6-8 on ELA and Math State Exams

			3-8 ELA NY State					3-8 Math NY State				
			Overall # of Students					Overall # of Students				
Grade	Year	Period	Level 1	Level 2	Level 3	Level 4	Total Num. of Students	Level 1	Level 2	Level 3	Level 4	Total Num. of Students
06	'09-'10	End	15	42	15	1	73	7	42	27	2	78
07	'09-'10	End	8	38	11	0	57	1	25	27	4	57
08	'09-'10	End	9	32	18	1	60	1	19	25	18	63

Activity: Reports 1-3

- Turn and talk with a partner to determine the following:
 - > Identify a question that could be answered by Report 1, 2, or 3.
 - > Refer back to the slides to guide your thinking.
 - Report 1: Comparing Populations
 - Report 2: Comparing Measures
 - Report 3: Population/Measure Comparison
 - > Share out with the group.

Report 4: Comparing Growth Over Time

- One or More Populations, One Measure, Over Many Times
- Use this report to answer questions like:
 - > **Teacher:** How has a single group of students performed over the last three years?
 - > **Administrator:** Which classes are consistently demonstrating improvement on Regents exams?
 - > **Network:** Which schools are losing ground are declining in ELA scores and could benefit from professional development and increased support?

Report 4: Comparing Growth



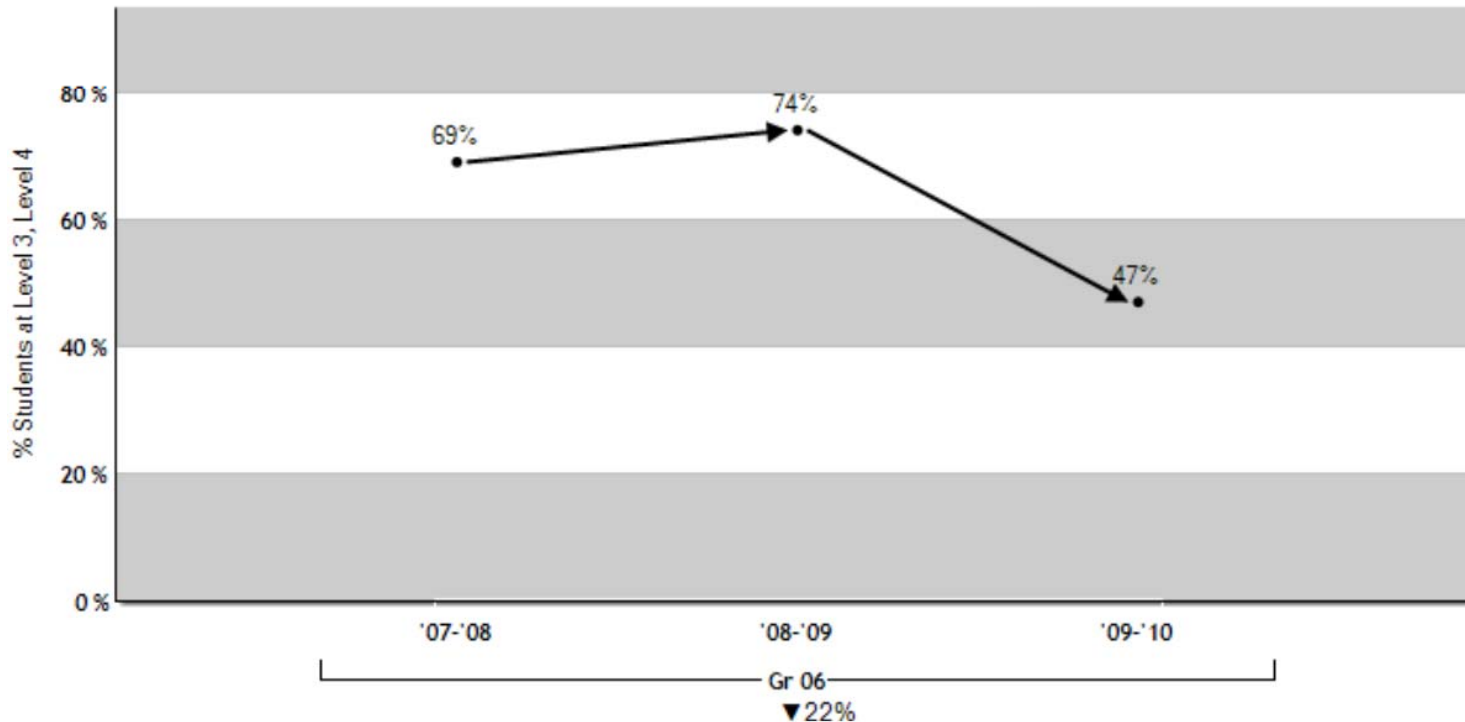
See how your students have changed on one measure over time, such as:

- Year to year growth on state tests or periodic assessments.
- Last year vs. this year attendance rates

Report 4: Comparing Growth Over Time

- One Measure, Many Populations, Over Time
- e.g., “How did my current sixth grade students perform on the NYS Math assessment over the past three years?”

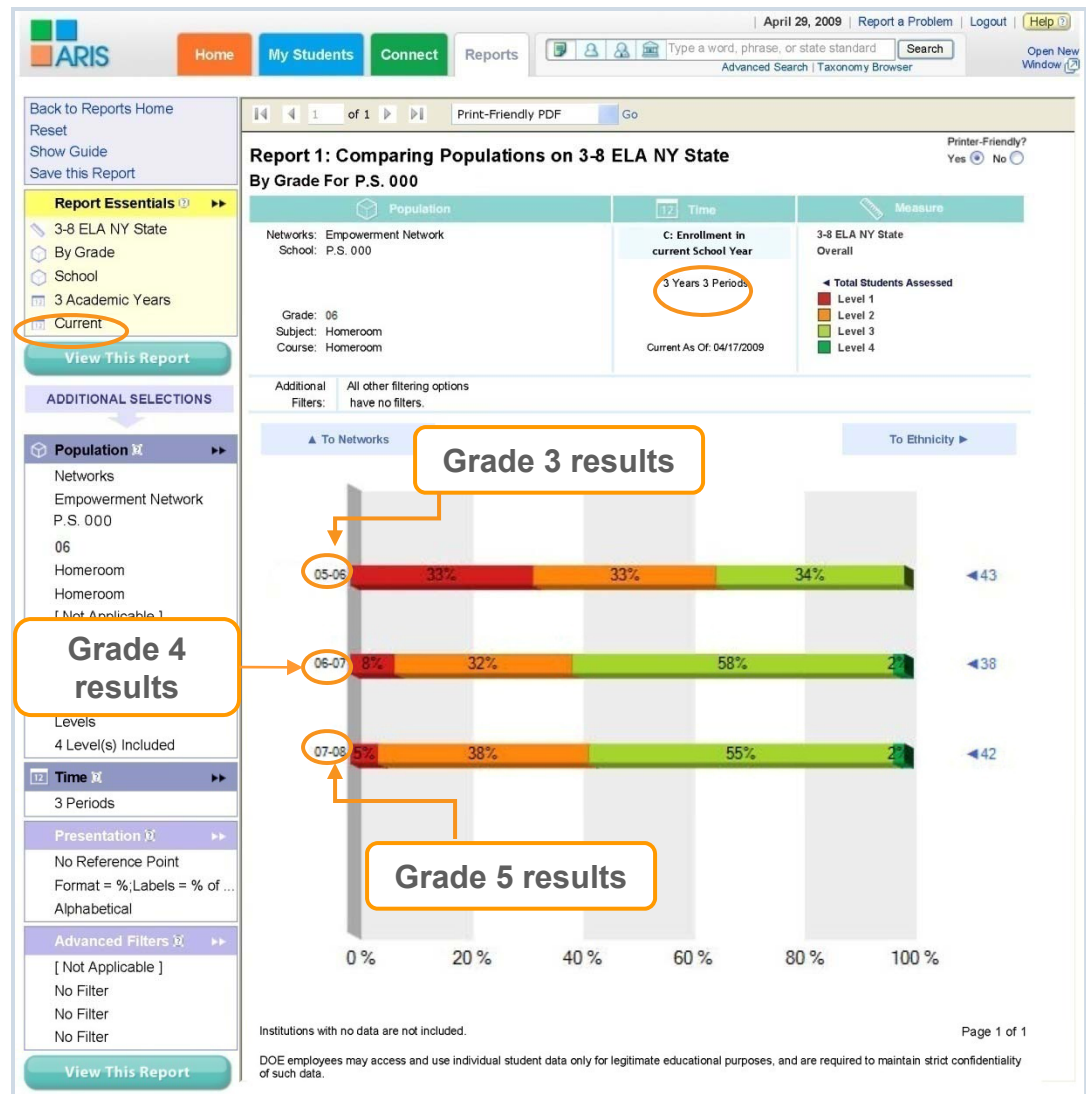
Performance on 3rd, 4th, and 5th Grade NYS Math Exams Over Three Years



Report 1 vs. Report 4

Report 1:

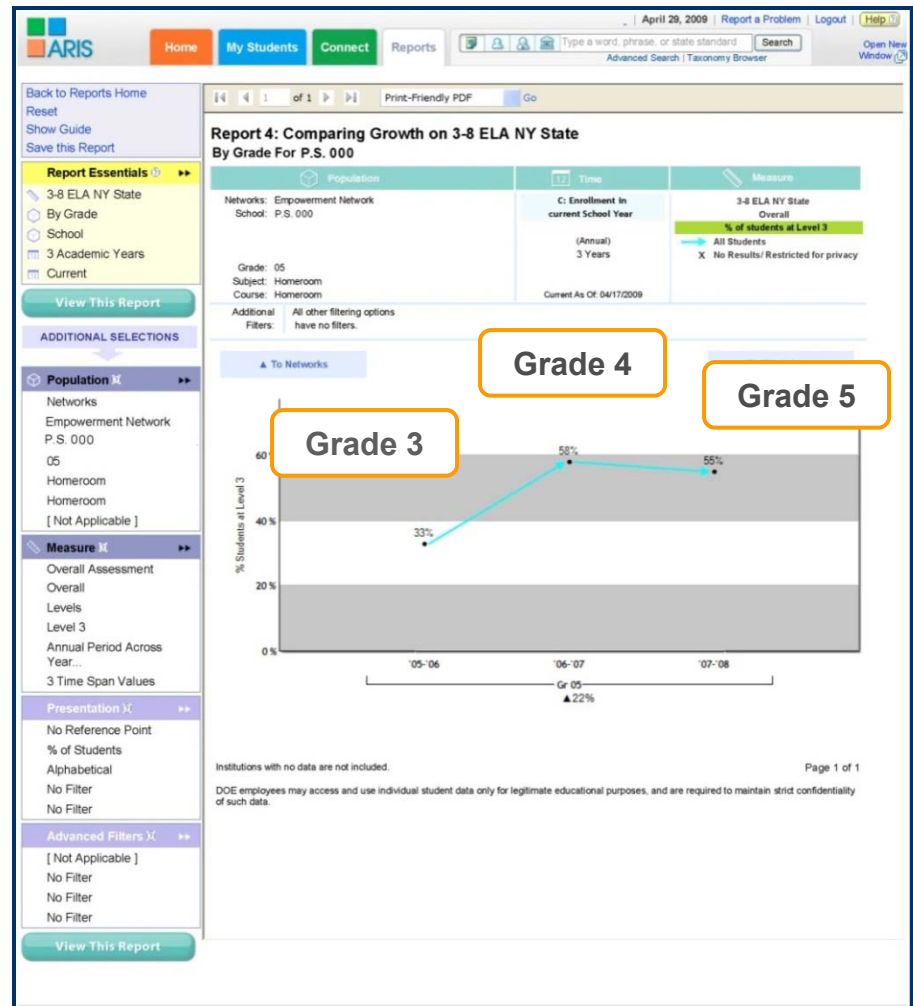
- Use this report to answer:
 - > “How can I compare student *performance* for a cohort on one measure over three years?”



Report 1 vs. Report 4

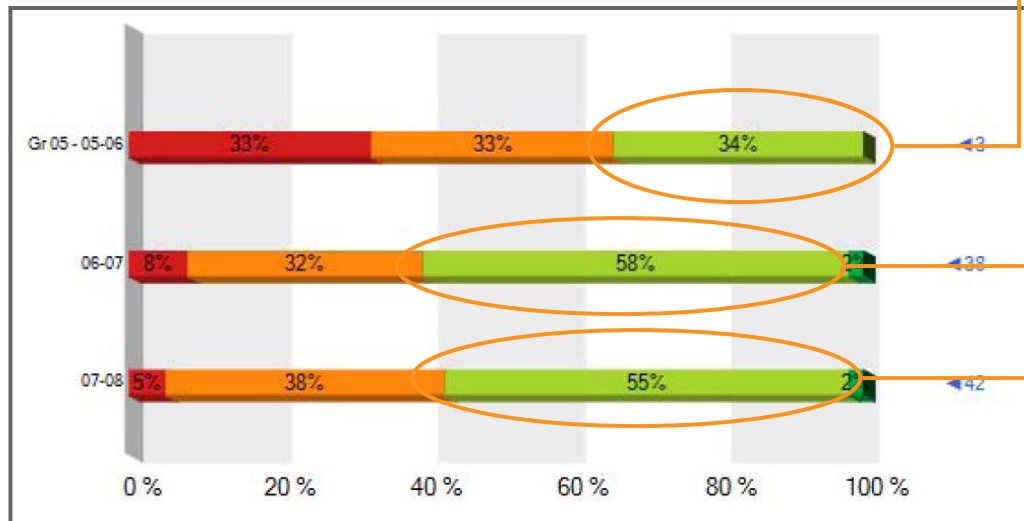
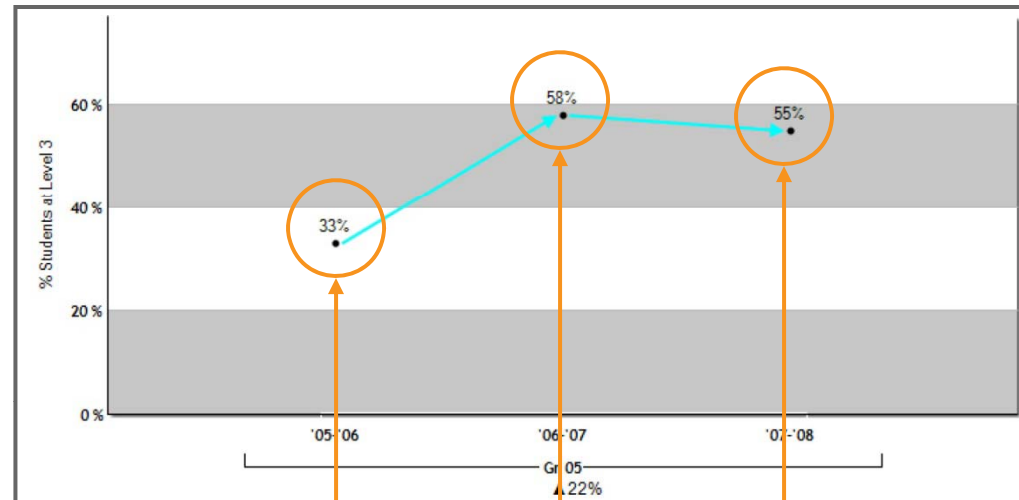
Report 4:

- Here are the same three years' historic data for the current Grade 6, looking only at the Level 3 students.
- Use this report to answer:
 - > “How can I compare student *progress* for a cohort on one measure over three years?”

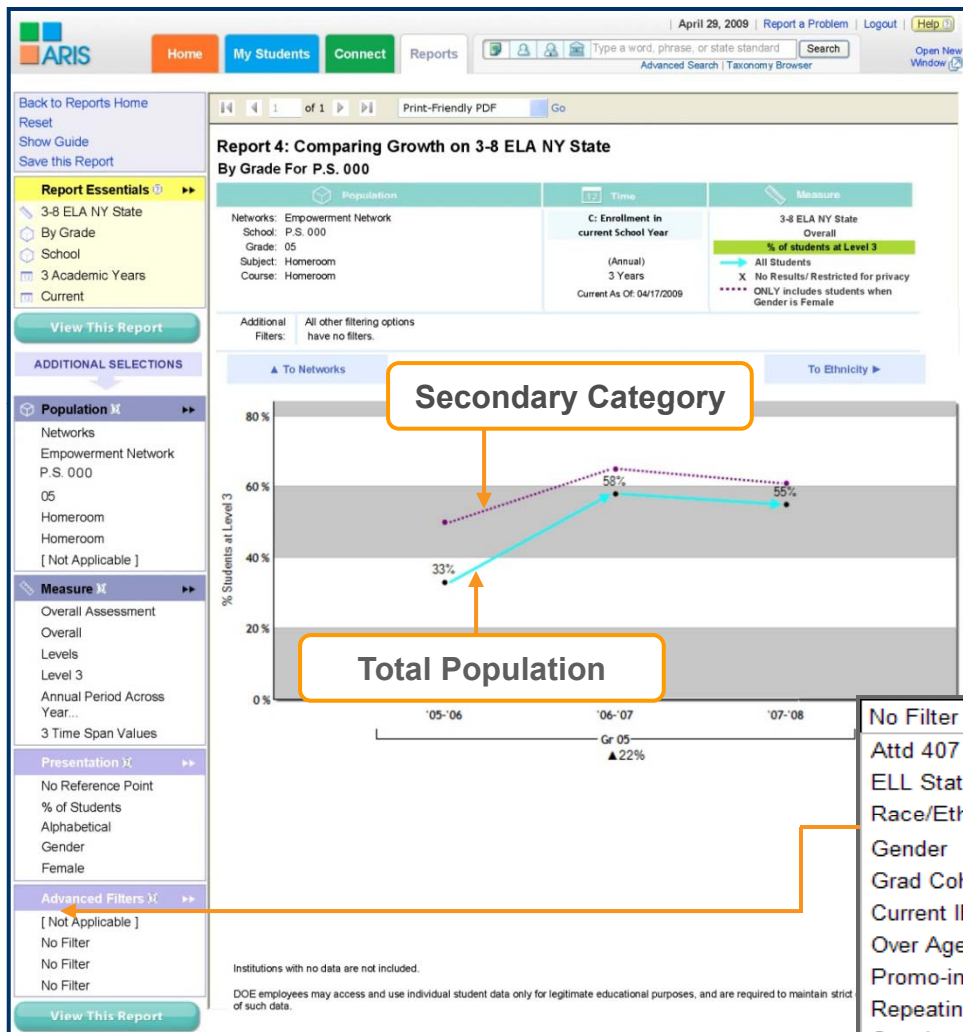


Report 1 vs. Report 4

- The Comparing Growth Report is similar to Comparing Populations, but focuses growth in one or more Levels.
- Note that there may be some number differences due to rounding.



Comparing Growth Over Time: Secondary Filter



- Add a Secondary Category Filter to answer:

> “How can I compare student *progress* in a population subset against the total population?”

- No Filter
- Attd 407
- ELL Status
- Race/Ethnicity
- Gender
- Grad Cohort
- Current IEP
- Over Age Status
- Promo-in-Doubt (Selected year)
- Repeating Grade
- Consistent Enrollment (School)
- Section 504
- Off Grade

Report 5: Measure/Time Correlation

- One Measure at One Time vs. a Second Measure at a Second Time
- Use this report to answer questions like:
 - > **Teacher:** Is there a relationship between attendance rates and assessment results?
 - > **Administrator:** Looking at data over the last two years, are my high-achieving students sustaining their progress?
 - > **Network:** Which schools have been the most successful in moving the lowest-level students up to the next level over the course of a year?

Report 5: Measure/Time Correlation

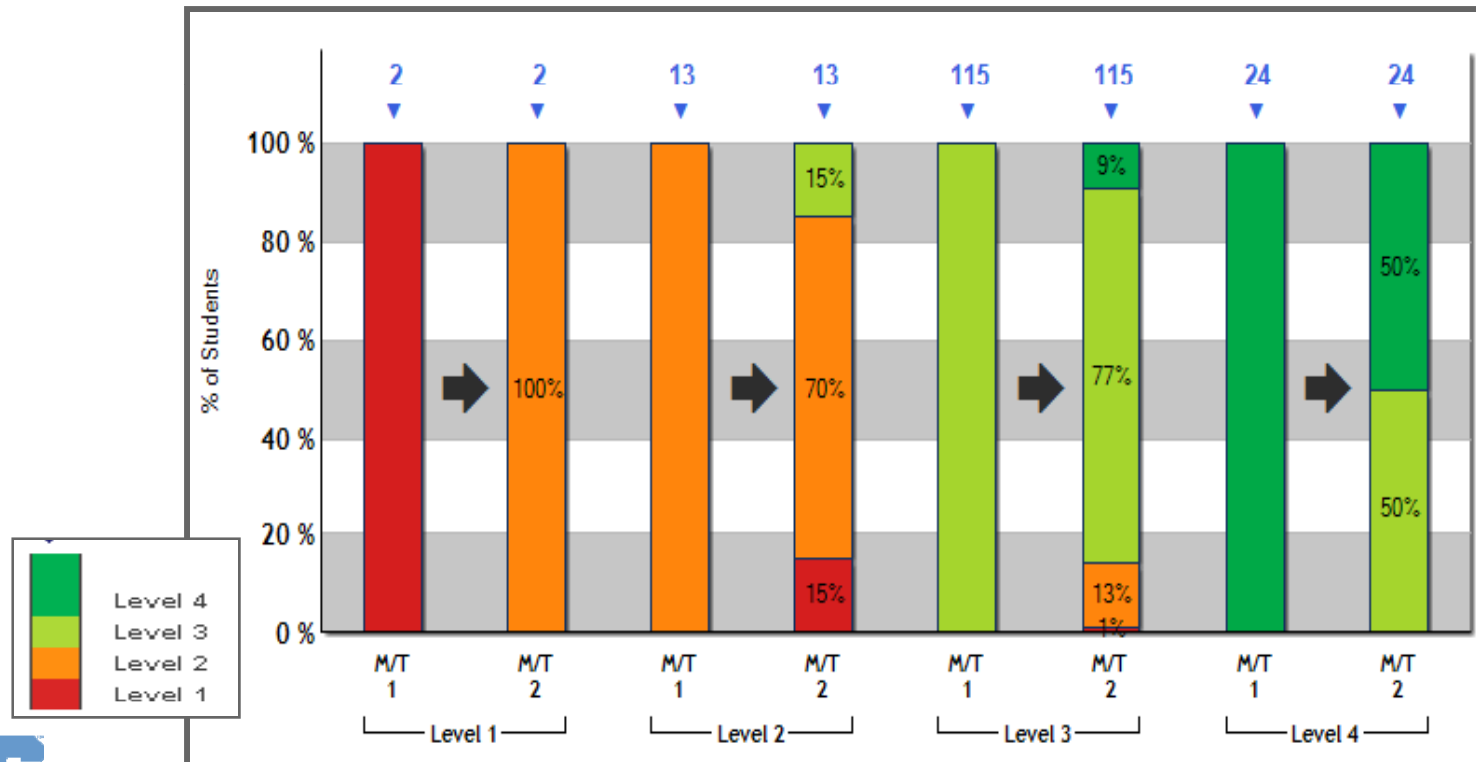


Is there a relationship? View how one population of students performed on one measure, such as attendance, and compare that same group's performance on another measure, such as test results, at different time.

Report 5: Measure/Time Correlation

- One Measure at One Time vs. a Second Measure at a Second Time
- e.g., “How has my school done in moving low-performing students forward while also moving high-performing students forward?”

Performance on 2008-09 4th Grade Math State Test and the 2009-10 5th Grade Math State Test



Matching Activity: Using Essential Questions

- What questions do I need to answer to understand student achievement and trends in my school?
- If I use ARIS reports as a data source to answer that question, what report would I use?
- What actions might I take based on this information?

Logging on to ARIS

- **To log on to your account in ARIS:**
 - > Go to www.arisnyc.org
 - > Username: Your DOE email account username (the part before “@schools.gov”)
 - > Password: Your DOE email account password

- **To log on to the demo account in ARIS:**
 - > Go to www.arisdemo.com
 - > Username: plang (Grades 3-8) pkramer (6-12)
 - > Password: splendid

QuickStart Reports Review

- Determine your inquiry question.
- Look in QuickStart Reports.
- Choose subject(s) and grade level(s) that are relevant to your target population and hit the “Update” button.
- Find a report that may address your question.
- If you can’t find the report you need, you will need to customize or build your own report.

Activity: Report 4

- With your partner, run a Comparing Growth report on your school or network and examine it together. Discuss the following:
 - > What can we learn about our students over a three-year period?
 - > Are we making progress in improving attendance or the academic performance of our students?
- Whole group share

Activity: Report 5

- With your partner, run a Measure/Time Correlation report on your school or network and examine it together. Discuss the following:
 - > Can we identify a relationship between attendance and assessment results?
 - > Are we making progress in supporting lowest-performing students over a year? Our highest performing students?
- Whole group share

Activity: Reports 1-5

- Pick one modification and build a report or modify a report you saved:
 - > Attendance
 - > Custom Attributes
 - > Multiple Years
 - > Current Roster vs. End-of-Year Roster
 - > Overall vs. Performance Indicator
 - > Level vs. Mean
 - > Adding a Reference Point
 - > Filters
 - > Lowest Third
- Save any useful Reports you create and send them to interested colleagues

Reflection

- How can ARIS Reports support data-informed instruction and school wide planning?
- What are action steps you will take to share with your colleagues after attending this training?

Ongoing Support

- Visit the Office of Achievement Resources intranet page and click “Professional Development” to view program updates, sign-up for in-person trainings, and access an online resource library:
 - > From a DOE computer:
<http://intranet.nycboe.net/Accountability/AchievementResources/>
 - > From home:
<https://portal.nycenet.edu/Accountability/AchievementResources/>
 - Username: DOE Outlook email username
 - Password: DOE Outlook password
- Contact the ARIS Helpdesk for technical support:
 - > Phone: 718-935-3910
 - > Email: ARIS@schools.nyc.gov
 - Hours of operation – 8am to 6pm

Review: Objectives and Agenda

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Feedback

We value your feedback. Please complete this survey so we can improve our training!

<http://tinyurl.com/AchievementResources>

Topic: “ARIS: Customizing Reports for Data-informed Decision-making, Part II”

THANK YOU!